

The Department of Education has also been an avid partner in implementing the Hispanic Education Action Plan, or HEAP, as we call it. It was started in 1994. These are among the exemplary programs that assist a great number of minority students and their families in districts such as mine in south Texas, the third poorest metropolitan statistical area in the Nation.

The Department's accomplishments included in the Secretary's testimony are sharply contrasted by a Rand report released yesterday on public education in my home State of Texas. The Rand report raises serious questions about the purported test score gains in our State standards test, the Texas Assessment of Academic Skills, commonly referred to as TAAS.

In particular, this report finds that results on TAAS, collected by Governor Bush's State Education Agency, and other standardized tests such as NAEP tell very different stories. Rand is by all accounts an unbiased, well-respected research organization. So when their reports state that alleged minority students' gains are illusory, we must take notice.

The report goes on to observe that "evidence regarding the validity of score gains on the TAAS can be obtained by investigating the degree to which these gains are also present on other measures of these same general skills." So how did they measure up?

Mr. Speaker, I want to conclude and say that it is vital to remember that the true education reform is slow and steady and based on empirical and unbiased data as Secretary Riley and the rest of the Department employees have done.

The SPEAKER pro tempore. Under a previous order of the House, the gentleman from Illinois (Mr. CRANE) is recognized for 5 minutes.

(Mr. CRANE addressed the House. His remarks will appear hereafter in the Extensions of Remarks.)

EDUCATION

The SPEAKER pro tempore. Under a previous order of the House, the gentleman from Ohio (Mr. SAWYER) is recognized for 5 minutes.

Mr. SAWYER. Mr. Speaker, I rise today to join with the gentleman from Texas (Mr. HINOJOSA) and the gentleman from North Carolina (Mr. ETHERIDGE) in their interest in the subject of education.

We are fond of pointing out the absolute truth that education is a local function. It is a State responsibility. But from time to time in our Nation's history, it has become an overarching national concern. Such a time occurred a little over a hundred years ago as the United States emerged from what was largely an agrarian era in this Nation's history, a time when half of all of Americans lived and worked on farms

because it took that many of us to feed and clothe all of us, to the entrance into the second industrial revolution.

It changed everything. Mechanized manufacturing and agriculture and transportation made it possible for cities to grow in ways that had never ever occurred before, and it changed the skill expectations of an entire country. It was a time when we really faced the challenge of elevating the skill level of an entire Nation from one end of the spectrum to another, all at the same time. That is an extraordinary undertaking in the life of any nation, and we have been through it. It was a time of overarching national concern.

The land grant colleges changed the way we educated people for nation-building here in the United States. Normal schools improved the education of teachers who, up to that point, the majority of whom had barely gotten beyond high school themselves when they were teaching high school. It was done through a partnership of local, State and Federal activity, and it really was a reinvention of America. It was the invention of the American century.

Today we find ourselves in a time of very similar change. Technology today is changing everything. We are seeing a time when the need has expanded in very much the same way as it did a hundred years ago.

Today we are finding an entire generation of baby boom teachers who began their careers in the late 1960s and early 1970s moving toward retirement, at the same time that the largest school age population in the Nation's history is moving through our classrooms, breaking enrollment records every year and likely to again for the next 12 to 15 years.

All of this is happening at a time when we are seeing the greatest shift in job skills expectation that we have seen in this country perhaps since that time 100 or 110 years ago when we became a new country.

We see at the same time that school buildings, some tired, many worn out, often obsolete, buildings that were at least in, close to a third of which were built prior to the Great Depression, coming into a time of extreme challenge and expectation. That is the circumstance that we face today. It is what the gentleman from North Carolina (Mr. ETHERIDGE) was talking about. It is what the gentleman from Texas (Mr. HINOJOSA) was talking about.

This is not a crisis, but it is a time when we need to understand those needs. We have been through that any number of times since 100 years ago when we put together the Land Grant Colleges Acts. We have seen it in the G.I. bill when millions of men came home from the Second World War, a war fought with some 23 percent high school graduates. It was not until 1951 that we saw half of all Americans graduating from high school. Today those numbers are up into the mid-80s, and the performance of minority popu-

lations are the highest they have ever been.

We saw that kind of cooperation in the National Defense Education Act in the wake of Sputnik and in title I for the educationally disadvantaged in the 1960s, the development of special education in the mid-1970s, the adult education programs that have grown in need and performance in the course of this decade alone.

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And we have seen college aid, through financial loans and grants, change the face of higher education in the United States. It has not happened just because it is possible; it has happened because it has been necessary. It has been necessary as we seek to change the face of the Nation yet again.

We need to develop a whole new cohort of well-qualified teachers and to assist in the financing of a new school construction and renovation plan that will make it possible for this largest generation of school learners to take part in that education. This is not something we do simply because we think it would be nice. As we stand here trying to seek to extend the kind of prosperity that we enjoy today through paying down the national debt, through extending the solvency of Social Security, there is no better way we can do that than through ensuring the skill levels of a new Nation.

Our children will have to learn as if their entire world depended on it, because it does. Their world and our world.

The SPEAKER pro tempore (Mr. OSE). Under a previous order of the House, the gentleman from Illinois (Mr. MANZULLO) is recognized for 5 minutes.

(Mr. MANZULLO addressed the House. His remarks will appear hereafter in the Extensions of Remarks.)

HUNGER RELIEF ACT, H.R. 3192

The SPEAKER pro tempore. Under a previous order of the House, the gentleman from North Carolina (Mrs. CLAYTON) is recognized for 5 minutes.

Mrs. CLAYTON. Mr. Speaker, we observed World Food Day last week, and we paused to recognize that hunger is still a way of life for far too many in America and around the world. It is for that reason that I rise once again to urge this House and this Congress to pass the remaining provisions of the Hunger Relief Act, H.R. 3192.

This legislation enjoys the support of 186 cosponsors in the House, Democrats and Republicans. The companion bill, S. 1805 enjoys the support of 35 cosponsors in the Senate, Democrats and Republicans. Nearly 1,400 national, State and local organizations in all 50 States have endorsed the Hunger Relief.

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